



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14388 N 79th AV, Peoria, AZ 85381

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04 Highly Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jim Williams
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2004 Enrollment : 2183
Web Address : centennialhigh.peoriaud.k12.az.us
Phone Number : (623) 412-4400
Fax Number : (623) 412-4420
E-mail : jwilliam@peoriaud.k12.az.us

Mission

Foundational Belief Statement: Quality Instruction Everyday; Personalized Learning Environment for Every Student. We hold high expectations for student performance in communication, technological literacy, thinking processes, and problem solving.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status ^(b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Student achievement will be evident through the focus on increased student success on the district course assessments and AIMS tests.
- ü Centennial prides itself on having one of the lowest dropout rates and highest graduation rates in the state. We are committed to maintaining and improving our current status.

Enrollment

October 1, 2003 School Year Student Enrollment : 2048
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 357

Instructional Programs

- ü Curriculum Aligned w/AZ Acad. Standards
- ü Schoolwide AIMS Testing Preparation
- ü Smaller Learning Communities
- ü Drop-out Prevention/Credit Recovery

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of Centennial High School faculty and staff to provide all students with the optimal learning environment. In addition to providing a safe campus, Centennial High School invites and maintains high parent involvement.

Parents

Centennial supports a positive relationship with parents in all facets of their child's education. Parents are encouraged to provide direction for academic preparation and work with the school to foster a successful experience.

Transportation Policy

The district will provide transportation for those students who live more than two miles from the school. The district will acquire, maintain and operate bus vehicles as the Board deems necessary for students who live within our bus-rider boundaries.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Continued increase on AIMS test scores	2004
ü Awarded Smaller Learning Community Planning Grant	2004
ü Quality Staff Development Program	2004
ü Coyote Academy Credit Recovery Program	2004

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	483	2747	65934	99	98	100	515	508	492	13	21	43	19	23	18	41	35	24	27	21	15
All Students (Prior Year)	450	2474	57534	95	92	91	502	500	491	31	32	46	17	21	16	33	30	23	19	16	15
Female	240	1324	32586	100	99	100	518	508	491	9	20	44	19	24	19	45	36	24	27	20	14
Male	243	1418	33226	98	98	99	513	509	493	17	21	42	19	22	18	37	34	24	27	23	16
African American	14	126	3042	93	95	98	492	494	478	43	36	58	14	21	19	36	34	17	7	9	6
Hispanic	90	484	21740	100	99	100	502	495	475	22	33	63	25	27	17	39	28	15	14	11	5
Asian/Pacific Islander	NC	88	1643	NC	100	99	NC	526	519	NC	13	23	NC	13	13	NC	34	30	NC	40	34
American Indian/Alaskan Native	NC	29	4351	NC	88	99	NC	497	472	NC	31	68	NC	17	16	NC	41	13	NC	10	4
White	363	2014	34819	98	98	99	520	512	505	10	17	27	18	22	20	42	37	31	31	24	22
Students with Disabilities	33	234	6507	100	98	100	486	481	456	50	55	83	25	19	9	17	18	6	8	7	2
Students without Disabilities	450	2513	59427	98	98	100	516	510	494	12	19	41	19	23	19	42	36	25	28	22	16
Limited English Proficient Students	15	72	6793	100	100	100	491	481	464	40	56	79	13	19	11	47	21	8	0	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	18	210	18745				506	492	475	18	36	64	24	33	16	53	24	15	6	7	5
Non-Economically Disadvantaged	465	2537	47182				516	510	499	13	19	35	19	22	19	40	36	27	28	23	19

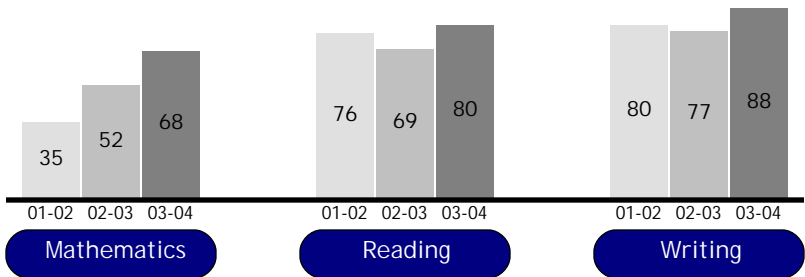
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	497	2819	68162	100	99	100	530	525	509	4	7	18	16	18	24	68	64	51	12	11	8
All Students (Prior Year)	420	2399	56700	88	89	89	518	519	512	10	9	15	21	21	23	59	60	52	10	11	10
Female	245	1358	33509	100	99	100	536	529	513	2	5	15	14	16	23	70	66	52	15	14	9
Male	251	1452	34521	99	99	100	523	520	505	6	8	20	17	20	24	67	63	49	10	9	7
African American	15	130	3163	100	100	99	512	510	497	13	10	22	27	26	30	60	63	46	0	1	3
Hispanic	92	497	22624	100	99	100	517	508	487	8	15	32	27	26	31	61	53	35	4	6	2
Asian/Pacific Islander	NC	86	1666	NC	100	100	NC	531	523	NC	6	11	NC	14	17	NC	65	60	NC	15	12
American Indian/Alaskan Native	NC	30	4592	NC	88	100	NC	504	484	NC	20	32	NC	27	37	NC	47	30	NC	7	1
White	372	2065	35727	99	99	100	534	530	526	3	5	7	11	15	17	71	67	64	15	13	12
Students with Disabilities	36	247	6845	100	100	100	492	485	468	33	34	53	27	34	29	33	31	18	7	2	1
Students without Disabilities	461	2572	61317	99	99	100	531	527	512	3	5	15	15	17	23	69	66	53	13	12	8
Limited English Proficient Students	15	77	7152	100	100	100	483	471	464	20	44	57	53	38	31	27	18	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	19	221	19528				516	498	487	6	19	31	28	30	32	61	49	34	6	2	2
Non-Economically Disadvantaged	478	2598	48595				530	527	518	4	6	13	15	17	20	68	65	57	13	12	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	494	2808	67629	99	99	100	582	560	524	7	8	22	5	12	16	79	75	59	9	5	3
All Students (Prior Year)	446	2499	55090	94	93	87	489	490	479	11	8	16	12	12	13	77	81	70	0	0	0
Female	242	1351	33347	99	99	100	594	571	537	3	5	17	4	11	15	82	79	64	11	6	4
Male	251	1448	34151	99	99	99	570	550	512	10	12	27	7	13	18	76	71	54	8	4	2
African American	15	130	3150	100	100	99	563	551	515	20	10	24	0	15	19	73	71	56	7	5	2
Hispanic	90	493	22313	98	98	100	566	541	493	12	14	34	1	14	19	82	70	46	5	3	1
Asian/Pacific Islander	NC	86	1659	NC	100	100	NC	580	564	NC	6	11	NC	6	12	NC	79	68	NC	9	9
American Indian/Alaskan Native	NC	30	4528	NC	88	99	NC	547	492	NC	7	35	NC	33	21	NC	57	42	NC	3	1
White	371	2058	35593	99	99	99	587	565	547	4	7	13	6	11	14	79	77	69	10	6	4
Students with Disabilities	36	244	6712	100	99	100	479	495	445	40	35	61	20	25	18	40	39	21	0	1	0
Students without Disabilities	458	2564	60917	98	99	100	585	564	530	5	6	19	5	11	16	80	77	61	10	5	3
Limited English Proficient Students	15	76	6994	100	100	100	511	480	442	20	33	58	20	24	18	60	43	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	19	220	19310				574	526	489	11	20	35	11	17	20	78	62	44	0	1	1
Non-Economically Disadvantaged	475	2588	48278				582	563	538	6	7	17	5	11	15	79	76	65	10	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	47	45	37	98	52	49	41	95	48	NA	42
	Language	96	45	45	38	97	51	49	42	97	47	48	42
	Mathematics	96	67	64	56	97	72	69	60	96	69	68	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Assist in Identifying Areas of Focus
- ü School Safety Issues
- ü Student Discipline
- ü Parent/Educator Relations
- ü Facilities
- ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	104.00
Other Professional Staff	10.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	11	13	0	0
7 to 9 years	9	13	0	0
10 or more years	20	36	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	98
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Computer Labs/Technology Labs
- ü Performing Arts Facilities

Extracurricular Activities

- ü Student Government
- ü Athletics/Band/Dance/Drama
- ü Med-Start Club/VICA
- ü National Honor Society

Social Services

- ü Job Placement Services/Career Center
- ü Community College Classes/Dual Credit
- ü Peoria Chamber of Commerce Involvement
- ü Recreational Activities/Peoria Parks/Rec
- ü Professional Internships

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Centennial HS has implemented several smaller learning community programs that have demonstrated improved student achievement in language arts and math.
- ü Centennial HS has been honored by the University of Arizona as having the highest GPA for high school graduates who currently attend the University of Arizona.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	96			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Centennial has a safe, secure and friendly atmosphere where students, parents and teachers focus on student success. Staff is visible and knowledgeable about the Campus Emergency/Crisis Plan. A district Hot Line exists to report potential concerns.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Jim Williams	(623) 412-4402
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Frank Vargas	(623) 412-4404
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Lorna Thacker	(623) 412-4400
Student Health/Nurse	Cecilia Bean	(623) 412-4408

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 420 Copies = \$160.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.